Reflection Topic - As you reflect on chapter two consider the difference between the Modal Model and the working Memory Model and the implications to education.

ED 610

Chapter 2 Reflection

Myndi Beel

Chapter 2 covered Modal Model and Memory Model, or Working Memory. Memory is like gears in a car, especially the Modal Model, gear one represents acquisition, gear two, storage and gear three, retrieval of information. Each gear of memory needs to work together in order for memory to happen. It is very interesting how the brain works and how memory occurs. Working Memory deals with more verbal and non-verbal tasks, which help students comprehend and reason thru a problem. Being able to draw on prior knowledge is also an element of working memory, which I feel is the best way to teach our students.

Being able to draw on prior knowledge helps our students learn and hang on to information. Prior knowledge is the “hook” that we can then attach more information to.

When skills are being practiced over an over again, then learning becomes automatic, and students don’t have to think about what they are learning, it just become automatic. I find this to be true when teaching math fact, phonics or spelling. Mini-lessons are a great way to teach and re-teach a concept if the students are struggling with the concept presented. I once heard that a student has to hear critical information 27 times in order for it to be moved into long-term memory.

Most students learn auditorally and visually. I was very intrigued by Sterling finding in the use of the model where students were given a short time period to memorize letters on a chart. And then when linked to a sound or cue affected the memory of students to be able to recall letters. The longer the student heard the sound the less likely the student was able to recall the letter. The results were that when presented with brief but frequently given information, students were able to recall information.

Chapter 2 also discussed the limit to the amount of information that can be recalled and processed at one time. As a teacher this is valid information. I feel that sometimes we spend too much time on direct instruction and not enough time on letting students learn on their own.

Reading this chapter has really made me stop and think about my students within the FLC and students on IEP’s. I do understand a little better the testing element that is involved when the school psychologist does the IQ test.

As educators we need to remember to get make our lesson meaningful and interesting. We need to help student realize what kind of learner they are. 70% of student learning is by watching as we teach our lesson, this tells me that we need to build more visual lesson rather than stand up front of the class room and give direct instruction. When provided visual information students, lessons become more meaningful.